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ABSTRACT

This is the report of a study that examined the impact of the institutional structure on the development of the professional studies course at one college, the influence it had on the staff and student commitment and perception of relevance, and the way the structure affected the nature of the program at work. The research data for the study was collected through interviews, questionnaires, participant observation, and college documents. Chapter 1 concerns the formal organization and curriculum of professional studies. It discusses two phases, 1965-72 and 1972-75, in the development of the course. In chapter 2, the focus is on the perception of status and value of professional studies. It contains staff comments on the influence of the structural and organizational features of the college course pattern, and student comments on the competence and commitment of the staff. Chapter 3 contains staff and student comments on the conflicts and anxieties associated with teaching and learning in the professional studies area. (Appended are 14 items including research methods, questionnaires, course patterns, academic structure at the college, unit structure of courses, academic staff structure, staff teaching experience, matriculation patterns, lines of communication, and membership of the Academic Board.) (RC)

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The Status of Professional Studies in Teacher Education

Keir Foss

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THE STATUS OF PROFESSIONAL STUDIES IN TEACHER EDUCATION
CONFLICTS BETWEEN INTENTIONS AND STRUCTURES IN A COLLEGE OF EDUCATION

Keir Foss
Centre for Educational Technology
University of Sussex

c Keir Foss 1975

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The Author

Keir Foss graduated in 1958 from Southampton University with an honours degree in Geography. Following National Service, which included a year's teaching in East Africa, he studied for a Certificate of Education at Bristol University. He then taught for 6 years at a school in Outer London where he became 6th Form Master and Head of the Geography Department, and developed integrated courses in the lower school. He was appointed in 1967 to a College of Education with responsibility for encouraging the development of inter-disciplinary courses in Professional Studies. His main interests have been in the concept of professional education for intending primary school teachers, especially in the curriculum area of Environmental Studies, and in curriculum development generally. He has been increasingly involved in curriculum development through Teacher Centre Services, and in the provision of professional support to newly qualified teachers in the area of the college. In 1974 he was seconded to the University of Sussex to read for an M.A. degree in Curriculum Development in Higher Education, and this paper represents part of his studies. He has written programme booklets for BBC TV Schools' Programmes, has had a leading article published in 'Dialogue' (Schools Council) 1974, and has reviewed books for a leading educational publisher.

INTRODUCTION

Educators concerned with the preparation of students for the teaching profession still perceive the need for two distinct and separate processes; preparation for teaching in terms of 'the actual work of teaching', and in terms of 'the student's education'.* Many college curricular patterns reflect this dual process.

Even the process of preparation for the 'actual work of teaching' has three distinct structural elements in many colleges .... Education Theory, School Experience, and Professional or Curriculum Studies. It is at the Professional Studies element that the focus of this research is directed, particularly the perceptions by participants in the process, of the value and status of the formally designed and stated curriculum.

The rapid growth in the number of students in training, the extension of the normal course to 3 years duration, the development of the Bachelor of Education degree and increasing "pressure" from the teaching profession were among the many influences contributing to curriculum change in Colleges of Education during the 1960s. The study of the discrete disciplines of Education Theory together with a study of one or two conventional "subjects", became the core curriculum for many students, supported by periods of teaching in schools.

In response to disquiet among many practising teachers and from some staff within colleges, several colleges developed a third area of the curriculum, variously named but here called Professional Studies, the general purpose of which was to link the theories of teaching and learning to the knowledge of the disciplines, and to focus them pragmatically onto classroom activities.

This developing area needed a distinct rationale, a coherent programme of studies, and a competent and committed teaching staff.

The study examines the impact of the institutional structure on the development of the Professional Studies course at one college, the influence it had on staff and student commitment and perception of relevance, and the way the structure affected the nature of the programme of work. The study contains illustrations of many of the characteristic problems of innovation; uncertainty of purpose, perceived threats to established norms and positions, conflicting loyalties, changing status, and a probable mismatch between the academic structure of the institution, and the professional and personal objectives of some of the people working there.

The college to be studied has 860 full-time students, all training for teaching. Almost 700 of these are on the three or four year Certificate of Education or B.Ed. degree courses, of which 89 are preparing for Secondary teaching. The research is directed mainly at the 600 students on the three or four year courses, preparing to teach the 3-13 years age range.

An appreciation of the validity of the research findings depends largely on

* NFER Booklet (see Reading List)

an understanding of the methods used. These are described in some detail in Appendix 1.

The research data was collected in a variety of ways, using interviews, (Appendix 2) questionnaires, participant observation, and college documents, and a broad plan was designed from an analysis of the data. The length of the study did not encourage the development of all the possible lines of analysis. Certain central issues were selected, and the focal points to emerge in the study are:-

1. The formal organisation and curriculum of Professional Studies.
2. Staff and student perception of the status and value of Professional Studies in the course pattern.
3. The conflicts and anxieties of staff and students largely consequent upon their perception of a mismatch between some elements of 1 and 2.

There is frequent reference in the study to the structural and organisational context within which Professional Studies is taught, and to staff and students' opinions. However, these references tend to be fragmentary, so a series of appendices have been included to provide further details on these points. (see list of Appendices, page 25). Quotations used in the study have been selected for their representative numerical significance. The persons who made them have not been identified both in order to preserve their anonymity and to prevent variations of status being ascribed to the quotations by the reader.

The validity and reliability of the research is necessarily limited. The profile should be seen as a pilot study to identify hypotheses, rather than to test them rigorously. The conclusions drawn are supported by evidence collected by interviewing 3½% of the students on the 3 and 4 year courses, and 25% of the full-time staff. A further 6% of the student body returned a questionnaire (a 60% return) which was designed after the interviews, (Appendices 3 - 5 inclusive). The conclusions are therefore indications of what may be widely held views. The ultimate test will be the extent to which readers of this document with knowledge of similar institutions, can identify the findings of this research with their own experiences.

In that the study is largely the result of only 2 weeks data collection by a tutor familiar with the institution, it hopefully provides an example of the potential for participant research, and will encourage teaching staff elsewhere to engage in similar research.

The study is written as a discussion document, the main purpose of which is to illuminate part of the process of professional education, to identify issues, to promote dialogue, and to encourage appraisal and evaluation. It is hoped that it will further contribute to the understanding of the teaching and learning of Professional Studies.

CHAPTER 1

THE FORMAL ORGANISATION AND CURRICULUM OF PROFESSIONAL STUDIES

Traditionally, Colleges of Education have organised their curriculum into two major and a series of minor courses, supported by blocked periods of teaching practice. Students would study one (possibly two) Main Subjects and Education Theory, together with a series of short curriculum courses, mounted by subject departments at the invitation of Education Department tutors whose groups were the focus for curriculum work.

For a number of reasons, this system was adjudged unsatisfactory, and responsibility for curriculum courses passed in some colleges to the subject departments, with education tutors maintaining the responsibility for helping the student to synthesize his many experiences. This was the pattern at the college between 1950 and 1960 when it was orientated towards the preparation of Secondary School teachers. The college was organised around single-subject departments as an appropriate means of achieving curriculum objectives for the 'secondary' teacher.

In the early 1960's the Ministry insisted that the college change to a Primary and Middle years orientation. The national extension of the course to three years enabled the college to develop new courses for the 5-13 students alongside rather than in place of the existing pattern, so there grew 'Curriculum Studies' courses in the many conventional subject areas of the Primary/Middle School curriculum. Departments were responsible for the design resourcing and assessment of these courses, which frequently had the dual objective of teaching the student the content of the subject, and the methods of teaching that subject in the schools. Fragmentation and duplication was common, with departments often working in isolation from one another, and the 'curriculum' or 'professional' area of the students' course tended to lack a common objective or a logical pattern.

With these ideological and organisational shortcomings in mind, the college became virtually the first in England (1965) to appoint a Co-ordinator of Professional Studies. This has been the college's only external appointment with a formally ascribed role almost wholly in the Professional Studies area, and to him has fallen the task of liaising with Heads of subject departments to design, resource, staff and assess these courses. Since his appointment Professional Studies have been "struggling to emerge" with an identity of its own.

Phases of development

There have been two distinct phases in the development of Professional Studies since the appointment of a co-ordinator.

(i) 1965-72

Firstly, a rationalisation of the overall pattern of professional courses took place. A Foundation Year was developed with a broad range of compulsory courses

for all 5-13 students, to be followed by $1\frac{1}{3}$ years' study of an 'Area' of the school curriculum, selected by the student with tutorial advice and supported by a period of application in schools (Study Practice) on a micro-teaching basis, and a series of short option courses chosen by the student (Appendix 6). No professional courses were offered for the last two terms of the third year or for the fourth year B.Ed. course.

This first phase was a period of co-ordinated and rapid growth of Professional Studies. At its peak some 5-13 students were directing as much as 55% of their timetabled time to Professional Studies. Departments were motivated to participate in Professional Studies, as it represented the main opportunity to develop new courses and on that basis to acquire extra staffing. At the same time, pressure from the teaching profession and from some tutors in college identified the need for such a pragmatic area of the curriculum as an immediate preparation for classroom practice.

Professional Studies therefore made considerable demands on the time of staff and students, but there was no comparable weighting of it for assessment purposes. Each of the four areas of college work (Main subject, Education Theory, Professional Studies and School Practice) carried a separate assessment. In order to matriculate onto the 4th year B.Ed. course, students were required to obtain at least a 'B' grade in both Mains and Theory, at least a 'C' grade in School Practice, and a Pass in Professional Studies. Until 1972, when Credit and Distinction became available, students could only pass or fail Professional Studies.

The specific role ascribed to Professional Studies by the institution is somewhat difficult to identify. It seems to be conceived in a multiplicity of ways, and few staff apart from the co-ordinator seem to be able to articulate emphatically what the aims and objectives of Professional Studies are. This formal statement of its purpose is taken from a paper to the Faculty Board of Education of the "parent" University (1972):

> "The course of Extended Professional Studies draws upon the disciplines of Education to illuminate the content and process of school-based education appropriate to the age-interest of the student, while using curriculum theory to give coherence to the whole."

Within this general statement each department was relatively free to interpret the personal and professional needs of each student within its subject area as it saw fit. Most departments developed courses that to a greater or lesser extent attempted to teach students something of the 'content' of the subject, and how the subject might be taught in schools. Most departments grouped students for these courses according to their age-range interests. The degree to which departments assumed already possessed subject expertise, and the consequent scale of pragmatic classroom focus, became the main areas of difference between courses.

Alongside this departmental interpretation of purpose, there developed a philosophy among a significant number of tutors that Professional Studies should be the "meeting point" or "catalyst" for all other study and experience within college,

where tutors related subject knowledge to learning theory and experience of the classroom. This may yet become the focus of identity for Professional Studies.

Similarly difficult to identify are the channels of responsibility and communication for Professional Studies between the co-ordinator, the departments, the college academic board and the university (Appendix 13). Most departments identified at least one tutor with special responsibilities for Professional Studies, who invariably represented that department on the Professional Studies Board ... a committee not listed as an Academic Board committee (Appendix 8) .... which is responsible to the co-ordinator, and oversees general policy and administration of Professional Studies. Until the establishment of the new B.Ed. degree in September 1974, there existed a Professional Studies Panel at the University, responsible to the Faculty Board of Education at that university.

Almost the complete financial resourcing of Professional Studies remained within the subject departments, something under £1,000 per year being directly available to Professional Studies. Also, the departments were ultimately responsible (though in liaison with the co-ordinator) for the staffing of Professional Studies. Role differentiation between main subject and professional study teaching was not marked; few tutors had more than a 50% teaching commitment to professional work, though most professional studies were taught by comparatively junior staff. Internal promotion was largely on the recommendation of Heads of Departments, who also selected newly appointed staff.

Professional Studies teaching group sizes varied considerably, but in general approximated to 22 in year 1 and 15 subsequently. This compared with an average size of 12 for main subject studies, though there was considerable variation between departments.

(ii) 1972-75

In anticipation of the government circular 7/73 and the subsequent White Paper, the college was provided with an opportunity to evaluate and rationalise its courses. New Certificate in Education and B.Ed. courses were planned, and mounted in September 1974 on a modular unit basis. In principle, each unit was to be of equal length in timetable and study time, and of equal weighting for assessment purposes. The details of the programmes for 3-13 students are shown in Appendices 7 & 9.

This represented a substantial reduction of timetabled time for Professional Studies, the scale of which varied according to the age-interest of the student, and the student's selection of units within certain prescribed limits, though some students could still fill half their timetable with Professional Studies.

Also, there was a redistribution of time for Professional Studies, equally among the first three years, and with a small contribution in Year IV. The principle of a broad Foundation Course leading to a more intensive study of a narrower area of the curriculum was maintained, but the Foundation Course was spread across two years and interdisciplinary courses were designed to avoid too much fragmentation and superficiality. (Appendix 7).

For the first time extra-departmental curriculum planning working parties were established by the co-ordinator to design, within the timetable time apportioned by the Professional Studies Board Curriculum Committee, appropriate courses for the new programmes. The membership and organisation of the working parties was designed to encourage interdisciplinary thinking.

The emerging identity of Professional Studies is described in the current college prospectus:

> "Professional Studies, to which all departments in college contribute, are concerned with the school curriculum in relation to the learning and teaching of children."

And it appears in the current University Calendar as:

> "Professional Studies which are concerned with the school curriculum in relation to the learning and teaching of children in particular age ranges."

At a more general level of policy making and co-ordination the Professional Studies Board is now represented on the college Academic Board's newly established Educational Studies Committee (Appendix 8). This oversees approximately 75% of the students' formal curriculum. The former Professional Studies Panel at the University has now been subsumed into the university's Education Studies Panel.

All units in the new courses are intended to be weighted equally for assessment purposes, but for matriculation onto the B.Ed. (Hons) pattern, the University with the support of a Secondary orientated college of education, is willing to accept 'B grades only in Mains Studies and Education Theory, and not in Professional Studies. This matter has still to be resolved (April 1975). (Appendix 12).

The major financing and total staffing of Professional Studies remains the responsibility of subject departments. Comparatively junior members of staff still do the bulk of the teaching in this area, and teaching groups still tend to be larger than Main Subject teaching groups.

These have been two interesting phases of development which have seen the emergence of a strong and increasingly refined rationale for Professional Studies, and the construction of a structural fabric to implement the rationale. The development of the organisational structure and the resourcing of the implementation have each been strongly influenced by the existing academic structure of the college, (Appendices 8 & 10) and this has encouraged the development of disparate perceptions of value and status for Professional Studies among staff and students. For most individuals Professional Studies has been a focal point of conflict between institutional and personal needs and objectives.

For students, Professional Studies is invariably seen as the most immediately useful preparation for their future classroom role as teachers, yet the majority see the lack of institutional rewards for efforts expended in Professional Studies.

Thus participants in the process are faced with a conflicting series of choices according to their perception of its status and value.

For staff, security of tenure, and promotional ambition is invariably perceived to be within the subject department structure, yet professionally most faculty recognise the value and importance of the professional aspect of teacher preparation.

These conflicts promote anxieties, many of which have remarkably similar causes and effects among staff and students. Chapters II and III study these perceptions and reactions in more detail.

CHAPTER II

THE PERCEPTION OF STATUS AND VALUE OF PROFESSIONAL STUDIES

The word 'status' is used to describe two distinct phenomena. On the one hand there is the perception of status as the level of importance accorded by the institution to Professional Studies in the pattern of college courses, and on the other status is perceived as a measure of value to the individual in both personal (intellectual and emotional) and career terms. For some staff and some students there is disparity between their perception of the two forms of status, which leads to the development of stress and anxiety that manifests itself in a variety of ways.

Status of Professional Studies within the college course pattern

Every student beyond the first year and all members of staff interviewed indicated that Professional Studies has a low status within the college course pattern. Not all of them used the same criteria for measuring the status, but manifestations of the lowly status fell into two broad categories: (i) the influence of structural and organisational features of the college course pattern, and (ii) the competence and commitment of staff. Over half the students and most of the staff drew attention to the influence of the structure on staff attitudes and expertise.

(a) The influence of structure

(i) Departmental structure and appointment system

Twelve of the staff interviewed (60%) drew attention to the incompatibility between the basic academic structure of the college and the organisation of learning within the 5-13 age range. Staff are appointed to college on the basis of a great expertise in one narrowly defined area of knowledge, usually a conventional subject category, gained through the normal channels of the university model, and often reinforced by teaching experience in a secondary school. The quantity of 5-13 teaching experience is limited, (Appendix 11), and the combination of degree qualifications and 5-13 teaching experience is comparatively rare. Staff are appointed by subject departments, so the amount of appropriate professional experience may be limited and staff often have to gain this experience 'on the job'.

A member of staff summarised the majority feeling when he said:

> "The nature of the selection of staff should be such that there are enough people who do feel committed to Professional Studies. Since the appointments are dealt with by Heads of Department on the whole, they get the staff they want, and they are nearly all looking for academic expertise."

Students are quick to notice the effects of this system. If a member of staff is incompetent or uncommitted in any way, the student usually translates this into an indication that this area of the college course is of lesser importance. A typical

student comment was:

> "It comes down to the lecturers not providing the stimulus or the leadership for students to see the relevance or importance of Professional Studies."

(ii) Historical Ossification

The departmental structure was developed at the college to train secondary teachers. In the early 1960's the college moved to the 5-13 pattern for approximately 80% of its students. The structure was not adapted to accommodate this change and the former structure was imposed onto the new situation. A member of staff summed up the consequences:

> "People had to suddenly switch their ideas and obviously found it very difficult. They obviously did it from a secondary point of view .... there was always this tremendous emphasis on specialism .... so the principles of integrated work never came through. More recent appointments to the college have been unable to break through this structure based on a secondary grammar approach to work."

Thirty five per cent of the staff interviewed perceived a more sinister aspect to this. Positions of personal power and authority would be placed in jeopardy if any structural change took place, so any move towards a structure deliberately designed to achieve a changed status for Professional Studies would be actively resisted. One staff member commented:

> "You've got to start looking at the way people have vested interests in particular things, and then get back to fundamental principles, but if you've got a traditional pocket and no-one is allowed to examine what that does, other things grow up alongside it rather than in place of it."

(iii) Policy formulating structures

Officially the Academic Board is responsible for the curriculum of the college and 7 members of staff pointed out that the composition and constitution of the Board was likely to ossify the existing academic structure. Only 11 of 27 members of the Board are elected. (Appendix 14).

(iv) Award structures

The college is in the process of changing from a course structure offering a 3 year certificate course plus one year for a classified B.Ed. degree, to a structure of a foundation year followed by either:

(a) a 2 year certificate course,
or (b) a 2 year B.Ed. Ordinary course,
or (c) a 3 year B.Ed. Honours course. (Appendix 12)

In order to matriculate onto the former B.Ed. and the new B.Ed. (Hons), students are required to obtain a higher grade in Main Subject Studies and Education Theory than in Professional Studies. This was perceived by all staff and students interviewed as an indication of relative status. A member of staff said:

> "We can hardly blame students for feeling that it is more important to work at Education Theory and Main Subject when you see the matriculation requirements for the B.Ed."

A student echoed the feeling of most of his interviewed colleagues when he said:

> "From the point of view of assessment you are only required to have reached a certain pass level in Professional Studies, whereas to be able to continue into the 4th year you need a 'B' grade in the others .... now that must influence to some extent where Professional Studies comes on the hierarchy."

(v) University and other college structures

Apart from the University's interpretation of academic excellence, the fact that the college's certificates and degrees are awarded by the university means that some element of parity and similarity needs to exist between this college and the other two colleges associated with the University Institute of Education. All 3 colleges have been encouraged to design unit structures for their teacher training courses. As the other two colleges are secondary teaching orientated, they each have a rather less important professional course than this one, and as the university has no real equivalent to the Professional Studies course, there is a tendency to regard it as a somewhat inferior area. The college under study has pressed strongly for all units to carry equal weighting for assessment purposes and has met resistance from the other institutions. As a member of staff put it:

> "The new B.Ed. structures will help to give Professional Studies an identity, with units of equal weight. This is one of the things that will give respectability to the Professional Studies area .... completely equal status. But the procrastination of the university and other colleges is causing it at the moment to be 95% equal .... some animals are more equal than others."

It appears that 'B' grade in a Professional Studies core unit is not acceptable for B.Ed. (Hons) matriculation; only a 'B' in Education Theory will do.

(vi) Diversification structure

As the college moves towards the mounting of non-teaching degrees it is reinforcing a move towards the university model of the map of knowledge that quickened during the development of the B.Ed. degree. The emphasis on narrow specialism and subject expertise is tending to force staff into a choice between maintaining contact with their own discipline or devoting more of their attention towards Professional work. The following comment of a member of staff summarises the feeling of over half the staff interviewed:

"The whole situation in colleges of education has been evolving .... we have lived with change since 1958, with outside pressures. Staff have in the first instance been appointed for their academic standing and qualifications, emphasised by the advent of the B.Ed. and now the new degrees in recent years, therefore there has been a great lack of professional expertise within the college."

(vii) Career structures

All staff and students try to match their roles in the institution to their personal goals, hence they will work towards the establishment of a structure that will protect and reinforce their personal security. The structuring of knowledge into subject categories over the last 50 years or so has coexisted with and been fostered by academic study of those subjects by people who have constructed organisations that reflect the categorisation. There is a certain security of tenure and a clear career ladder within most subjects that tends to inhibit staff members from stepping outside this structure. As one staff member put it:

"To what extent do staff either consciously or subconsciously argue that 'if I want to forward my career the basic way forward is in my discipline rather than in Professional Studies.' The disciplines already have long-standing respectability .... this is new and unknown, therefore it's much more of a chance."

The dilemmas facing staff are complex and occur at different levels, but central to all other issues is the choice of either specialising in a conventional 'subject' expertise, or concentrating on the 'classroom facets' of teaching and learning in that subject area. The structure of knowledge (largely mirrored by institutional and career structures) tend to attract staff with a high personal motivation towards an emphasis on 'subject' expertise, which, in turn, conflicts with the institution's 'professional' intentions regarding preparation for the classroom. In order to preserve their own career opportunities, some staff, whilst publicly extolling the professional ntentions of the institution, ensure personal career stability by remaining 'subject' specialists.

(viii) Other structures

References were made to other structures by a substantial number of both staff and students. They can be outlined only briefly here.

The most commonly mentioned was the timetable structure. Two aspects of this seemed to be important. Students repeatedly mentioned fragmentation of Professional Studies and saw the little bits of time allocated to a large number of elements of the curriculum as a reflection of the low status of each. The amalgam of time of all the bits remained ineffectual. On the other hand five members of staff pointed out the detrimental effect on the students' attitudes of the placing of Professional Studies at the two extreme ends of the working week, and further mentioned the foreclosure of these courses early in the third year of the old pattern as effective in reducing status.

Over 70% of the students interviewed found great difficulty identifying with the Professional Studies course mainly because it had no home base in a physical sense, and more importantly, it provided no form of tutor/student relationship that could forge a link between its disparate parts. As one student put it:

"The face in the chair is always changing."

Finally, two members of staff saw the disparity between the Burnham and Pelham pay scales as an inhibiting factor on continual exchange of staff between schools and colleges.

Clearly then, both staff and students in a variety of ways perceived structural influences to be partially responsible for the lowly status of Professional Studies. But perhaps even more significantly, 85% of the staff interviewed and 95% of the students interviewed felt that the status should be higher to reflect the real value of Professional Studies as a preparation for teaching.

Here perhaps, was the seat of conflict and anxiety in both staff and students. Were they to play along with 'the system' even though it was professionally unsatisfactory to the majority of them, or were they prepared to risk their own careers in an effort to change the system?

Part of the pattern of their behaviour was revealed in the other perspective on status.

(b) The influence of staff competence and commitment

Whereas the majority of observations on structural influences were made by staff, students were equally as articulate as staff concerning the influence of staff attitudes on status.

(i) Academic rigour and personal satisfaction

Whilst 80% of the staff interviewed suggested that academic rigour was a worthwhile and satisfying goal, 75% of that number did not accept that it was the sole possession of traditional disciplines. One staff member epitomised the feeling of these people when he said:

> "The extent to which rigour arises in Professional Studies sessions or Main Subject is almost entirely dependent on the lecturer and has very little or nothing to do with whether it's Professional Studies, Main Subject or Education Theory. Rigour arises from a state of mind of the people dealing with the course rather than from the nature of the course itself."

However, whilst the majority of staff interviewed thought Professional Studies could and should have rigour, few felt that it did, and as such it was a low status and unsatisfying thing to do. Over 80% thought that too little time was devoted to each

section and that this lead to superficiality, lack of involvement and interest, and difficulties of assessment. As one staff member put it.

"I feel I'm doing the 100 yards dash all the time."

This tutor had identified a certain 'coverage' being necessary for competence to be attained, and a certain 'depth' and commitment to be necessary for personal and for student satisfaction.

But this immediately raises several major issues concerning the objectives of Professional Studies. Most of the staff wanted more time for their own particular subject, but a few saw a need to exclude subject work altogether and concentrate on a classroom focus. Certainly every staff member interviewed perceived a status difference between theory and practice, subject discipline and integrated approaches, student-centred and child-centred work, and broad and deep curricular patterns. One might speculate on the extent to which staff are able to objectify these differences, without themselves becoming identified with the dichotomy.

Every student interviewed also spoke critically of the lack of satisfaction obtained from Professional Studies. Some mentioned a 'conveyor belt' complex others the simplistic nature of Professional Studies. One called it "old hat" and another commented on pushing Professional Studies to the "bottom of the ladder." This pattern of student reaction was so common that one might ask if sufficient staff possess the expertise to introduce rigorous thinking into Professional Studies courses, even if more time was to be made available, or whether it was more a matter of commitment and selection of priorities in an over-demanding occupation.

(ii) Staff competence and commitment

Forty per cent of the staff interviewed were critical of some of their colleagues, firstly from the point of view of attempting to do a job for which they were not equipped, and secondly for implicitly revealing to students their own perception of a low status Professional Studies. One staff member said:

"First of all they should admit that they don't know instead of living in a fool's paradise."

College policy has traditionally been that every tutor should be involved in professional course work. This policy was challenged by 65% of the staff interviewed. A typical comment was

"I'd like to see a group of people accept Professional Studies as their job in college. You need an interdepartmental planning team to identify the students' professional development and needs. Then I would see the departments invited in to do special things."

This role identification has been left as a very loose policy in the past, and 12% of the staff interviewed saw personal and institutional advantages in this, and feared the appearance of a second class staff if role differentiation increased.

Sixty per cent of the staff interviewed were very sensitive to the status of Professional Studies (and, by implication, anyone too closely associated with it). A typical comment was:

> "I don't think staff commitment is very high .... they see it as a bit of a bum's job with no status or respectability."

Another member of staff said:

> "It's the bread and butter work that you have to do and its not necessarily the most enjoyable part of the job for some staff. We prefer not to talk about it. It perhaps has a treadmill aspect about it."

Students are quick to perceive any lack of commitment or competence on the part of staff, and every student interviewed had some critical things to say about some or all Professional Studies teaching. One student epitomised the almost uniform reaction of students when she said:

> "With many staff Professional Studies is regarded as a kind of subsidiary aspect of the whole college course to their Main Subject."

Other students perceived a "more lenient attitude" by staff towards Professional Studies, and comments about the lack of "pushiness" were made by 90% of the students interviewed. Virtually every student had picked up some informal messages from staff that suggested Professional Studies was of less importance than other areas of the college course.

Discussion

The phrase "struggling to emerge" used by a tutor describing Professional Studies is really a synonym for innovation. Professional Studies, as increasingly conceived as a unified course having its own identity, has been one of the largest areas of innovation in the college over the last decade. As such, it must be seen as a serious competitor for the resources of the college.

Control of the innovation has been in the hands of the existing structure which was initially designed to achieve quite different objectives from those of Professional Studies. The departmental structure has tended to protect the interests of staff rather than the interests of students, and could be used to effectively inhibit any change taking place that might pose a threat to the existing order.

The development of this new area provided potential within a general atmosphere of academic freedom and role adoption for the appearance of roles and responsibilities that previously didn't exist. Typologies developed that recognised forms of expertise not traditionally held in high regard in some other parts of the college's work. So goals have been loosely identified and organisational structures have been established alongside, rather than in place of, existing structures.

Various mechanisms have been available to contain the emergence of this new area, so that the majority of staff perceive it to have a lowly status. As such it is not a vehicle for the achievement of personal goals, and staff have tended to hesitate before committing their energies to it.

The institution has permitted a situation to arise in which some parts of the college curriculum are labelled second class, and the consequent stresses placed upon staff and students alike in their choice of commitment to one or other, and by implication and association their acceptance of first or second class citizenship, manifests itself as a number of anxieties detailed in the next chapter.

CHAPTER III

SOME PERSPECTIVES ON CONFLICT AND ANXIETY ASSOCIATED WITH TEACHING AND LEARNING IN THE PROFESSIONAL STUDIES AREA

The conflation of a variety of pedagogical and philosophical points of view into the staffing of an institution is bound to create stress and anxiety. Not all perspectives can be satisfied even with a collegial structure apparently permitting some degree of professional autonomy. Professional conviction and personal ambition is likely to be confounded by the institutional organisation in a number of instances. This college is no exception. The perceptions by both staff and students of hierarchical respectability as outlined in the previous chapter, have given rise to insecurity, feelings of inadequacy, and split loyalties in relation to Professional Studies.

Staff: Concern for the respect of colleagues

Conflict and anxiety manifested itself during the interviews in a number of ways, not least the unease of staff regarding confidentiality. Eight tutors used phrases like:

"I know we're talking in confidence ...."

and:

"I came to this place because I'm interested in teaching .... this is confidential for God's sake .... but this ranks so low."

Apparently they were willing to express points privately that they feared making public. The distinct impression was gained that 12 tutors interviewed felt they alone held the views expounded and therefore perceived themselves as misfits in the institution. One said

"I feel I'm different in some ways, which reflects on me as a personality, that I'm interested in these other things." (teaching)

And another said:

"Tell me what the others have said. That'll give me confidence."

These tutors appeared to regard themselves as second class members of the institution, yet 75% of the staff interviewed held similar views on many issues. This feeling of isolation is probably not helped by the absence of much casual conversation about Professional Studies. Five tutors mentioned this. One said:

"Unless one seeks out conversation about Professional Studies it doesn't arise."

Where two greatly different roles exist within the institution, one far more

respectable than the other, mistrust ensues, and negotiation replaces dialogue. Fear of exposure of oneself to be associated too closely with Professional Studies was evident.

Staff: Perception of personal academic adequacy

With the development of a kind of respectability for academic achievement among tutors, it is perhaps natural that those tutors without more formal qualifications should feel somehow inadequate. Often, it is those tutors with experience of and interest in the classroom situation at a pragmatic level who lack the formal qualifications. Their frustrations were expressed by 8 tutors interviewed. One said:

> "I see a worsening of the situation recently. One is challenged from high quarters about one's academic standards .... as if one's academic standing consisted of how many bits of paper you have. I don't think we want to become a sort of paper chasing elite and completely out of touch with the needs of teachers."

Security of tenure in a situation of potential cuts in student numbers is possibly close to the surface in this kind of thinking. Fourteen tutors interviewed made reference to the dualistic nature of qualifications, those on paper and those associated with experience. Eight of those tutors showed insecurity and annoyance that the latter form of qualification was given little credence by the institution. One said:

> "The problem has arisen in latter years because of our own uncertainty about our future. From appointments made at the moment, and from attitudes, the thing most highly valued at present is academic success. But so many of our best Professional Studies tutors have come from the realms of schools."

Twelve of the tutors interviewed indicated that they thought staff should have more to say in whether they taught Professional Studies or not. This is probably a tacit admission that not all staff are interested. One said:

> "A person should be allowed to opt in or out of Professional Studies. To say we are all general practitioners with one area of expertise is wishful thinking."

Significantly, it was the tutors with the smallest teaching commitment in Professional Studies who most vociferously defended the general practitioner concept. Perhaps they too felt vulnerable if another area of expertise were to be identified that they did not possess.

Staff: Security of tenure

Despite 85% of the tutors interviewed protesting that Professional Studies should be given higher status, only 40% of the total interviewed were willing to become almost wholly associated with Professional Studies in their teaching commitment. The most common reason for this was related to career prospects. Few perceived

any clear career structure developing from Professional Studies. As one member of staff said:

> "Staff would like to have a foot in both camps as a safeguard in case Professional Studies doesn't develop. The uncertainty is only temporary perhaps."

The uncertainty has been aggravated recently by a paper circulated by the Joint Working Party of the Academic Board indicating a displacement of over 60 staff at this and another local college of education by 1981, due to teacher training cuts. In the scramble for job security, 5 tutors interviewed indicated the possibility that staff with fewer paper qualifications would be relegated to Professional Studies which would encourage the development of stratified classes of Faculty within college. One tutor put it this way:

> "If you try to make a Professional Studies department for example, you'd be boxing round the area and you'd be enclosing certain individuals within it, and that might have very real dangers .... there would be a polarisation, a parking of redundant and weaker staff in Professional Studies."

This type of thinking is a threat to which most staff will react vigorously to protect their own position, and reaffirm the existing structure of the subject departments.

Staff: Dissatisfaction with colleagues' perception of a Professional Studies role

Half the staff interviewed had a substantial teaching commitment to Professional Studies, and every one of them indicated the demanding nature of the role they had been ascribed, and the difficulties of fulfilling the role satisfactorily within the existing situation. They frequently mentioned shortage of time and uncommitted students, and perceived the role of synthesising the subject knowledge, the theory and the classroom situation, as a particularly rigorous one for which they were not receiving due recognition from colleagues. One said:

> "It's probably the most difficult area to teach because we've got this captive body of students .... it's a compulsory course. They have got to come along whether they like it or they're good at it or not. Consequently you've got this tremendous spread of ability and attitude."

These feelings of anxiety were reinforced by a majority perception that colleagues felt work in the area to be relatively easy and therefore lacking in academic respectability. Professional Studies staff were not perceived as experts in anything particular.

A fourth year student summarised the impression gained of some staff in the Professional Studies area when she said:

> "In this college it seems that one man (the co-ordinator) is holding the banner, and all the others are dispersed quite widely around him, all hiding in their own little departments .... hiding in that once they're in their departments and the

doors are shut, he can't see them."

Students: Indecision in the face of conflicting demands

In many ways the conflicts and anxieties of students mirrored those of the staff. Students were concerned with much the same issues. They craved success, but their institutional and personal goals were often in conflict. They worried about inadequacy as they tried to "serve two masters", and they were most interested in their own job security but were indecisive about the best means of achieving this.

Most students showed a fear of failing to please their college superiors. They were quick to perceive that greater rewards in college terms could be obtained by focussing attention and effort on certain areas to the exclusion of others. This basic conflict showed through in the interviews and was strongly illustrated in the answers to questions 4 and 5 from the questionnaire. (Appendices 3-5 inclusive). One student said:

> "You have to do your Education Theory and Main Subject and these are plugged the whole time with weekly assignments. Professional Studies is just something you do on Tuesdays." *

At the same time 80% of the students interviewed perceived that the pragmatic element of Professional Studies was of most immediate value and relevance to their teaching needs. This apparent anomaly caused confusion and annoyance among these students as they faced a seeming impossible choice. One said:

> "I always thought the grading system should be the other way round with Professional Studies at the top, after all we came here to be teachers. But I want to do the B.Ed."

Their quandary was illustrated further by the student who said:

> "I found them (Professional Studies) ever so valuable, but they were so time-consuming, and tended to get in the way of my other work."

Despite perceiving the value of these courses to their preparation as teachers, most students were willing to sacrifice this value in order to obtain a good college report, and thereby a good job. But conflicting advice upon which element was of most value created much anxiety.

Students: Experience and expectation

A considerable amount of student disillusionment concerning Professional Studies grew from their experiences failing to match up to their expectations. Their expectations varied considerably as they moved through the college years. In the first year most students interviewed felt themselves to blame for failing to perceive the relevance of Professional Studies courses. One said:

* Professional Studies for most students is timetabled on Monday mornings, Tuesdays, and Friday afternoons.

"It's not that it bored me .... it's me I think. Just because I'm not interested in it, I've still got to do it .... it's essential. I wouldn't say it's a waste of time because it can't be or it wouldn't be on the timetable."

The college was seen to be the unquestionable authority on these matters. But a 4th year student, with more experience behind him, said:

"The trouble is that schools and the college are organised in different ways .... you don't think in terms of subjects in a Primary school any more."

The basic conflict between college and schools' requirement was pointed out by over 50% of the students from years III and IV.

Students: Credibility of staff

Every student interviewed was critical of some aspect of competence of some staff teaching Professional Studies. One summarised the views of the majority when she said:

"I think it's very noticeable among staff that a lot of them haven't taught in a school for a very long time. I don't know how they can teach about what goes on in schools when they don't know themselves. Perhaps that's why you get taught more based upon the subject."

This is a well known criticism by students in professionally orientated institutions but it is somewhat countered by the statistics of staff teaching experience shown in Appendix 11. Students' anxiety about their own competence in the teaching situation can often encourage the search for scapegoats, and in many interviews the researcher gained the impression that students were failing to distinguish between competence and commitment.

However, whilst almost every student thought the course was important, a lack of confidence in the credibility of some staff was not conducive to the student becoming more involved in that area of college work. Many students interviewed recognised subject competence in most tutors, but 95% of them were severely critical of tutors' commitment. (Question 3 Appendices 3-5 inclusive). Students wanted help in this area and were annoyed that so many tutors treated it so casually. A typical student remark was:

"It tends to be just this airy fairy stuff about it coming with experience .... well if you've no idea how to start, how to organise your classroom, you're not going to get experience, you're going to get chaos."

Another student said:

"Perhaps it's implicit but we all get the feeling that Professional Studies isn't all that important. It's partly the tutor's attitudes .... I mean some of them couldn't care less and haven't a clue. Naturally enough, they've come to do their Main Subject."

Students: Perception of relevance and need

Students' anxieties grow with the approach of teaching practices and the induction year. They perceive great value in studies at a pragmatic level, but a member of staff perceived many students' anxieties to grow from contact with such pragmatic studies:

"The conflict situation, if you like, is the relationship of that teacher with all his anxieties and concerns about teaching. Professional Studies puts all that into perspective for the teacher, and in fact it can heighten his anxiety because this is what he is going to be required to teach."

In a way, students worry about their competence and adequacy as teachers, but to give them more pragmatic experience only heightens their insecurity. This might explain some of the students' sharpest criticism of Professional Studies. An anomally that appeared was that 100% of the students interviewed believed the Professional Studies courses were lacking in some ways, but equally 80% of the students felt they wanted more Professional Studies; and their anxiety frequently centred on the perceived relevance of Professional Studies and the perceived irrelevance of Main Subject and Education Theory. One Year III student articulated this anxiety:

"You're not pushed as hard in Professional Studies as you are in Main Subject and Education Theory. They are always chasing us for assignments and we have no time to devote to Professional Studies. Professional Studies in our year is almost totally ignored .... we haven't got time to do it. We'd benefit from it now more than from Main Subject and Education Theory but the fact that it might make me a better teacher just seems to go by the board."

Two other tutors commented on this insecurity in students. Neither had a teaching commitment in Professional Studies. One, who was of the opinion that students could be over-protected, said:

"One of the important things that students have to come to terms with is that there's no set answer .... this leads to a slight feeling of insecurity. They may yearn for security and we may have to 'play them off' in order to make them think for themselves."

The other who perceived little intellectual value in Professional Studies said:

"Professional Studies is probably very necessary as a social and emotional prop to their insecurity."

Such differences of opinion characterise thinking about the nature and purpose of Professional Studies.

Discussion

There are, then, several similarities between staff and students regarding conflict and anxiety. Various perceptions of their own adequacy compared with the roles ascribed by the institution and the profession, together with their perceptions of the levels of need-satisfaction that the institution provides, combine to develop feelings of insecurity and stress.

Situations abound where students blame staff, and staff blame students, very largely on the same grounds of incompetence and lack of commitment. Frequently the comments stem from feelings of personal inadequacy and insecurity. The institution needs to be aware that the mismatch of the college organisational structure, and the curriculum need in Professional Studies, possibly exacerbates this situation, and inhibits the achievement of either institutional or personal goals.

Concluding discourse

(1) From a more distanced point of view, the high levels of dissatisfaction with the Professional Studies course detailed among a section of staff and students might be regarded as a very healthy phenomenon. It might illustrate a great deal of awareness of the professional preparation needs of students and the difficulties and dilemmas this creates in an institution with a conventional departmental structure and subject centred curriculum.

It is interesting that 35% of the students and 45% of the staff interviewed proffered unsolicited praise for the Professional Studies course at this college compared with other colleges of education, both in the allocation of time and the availability of staff expertise and commitment. A comment from one tutor and one student summarises this view.

The tutor said:

"One of the important things that the Professional Studies arena in this college has done is bring people together, all with different expertise and experience, to collaborate and get this dialectic and dynamic thing going. It may not work 100% but it's infinitely improved on what used to happen and it certainly doesn't happen everywhere in the country at the moment."

The student said:

> "I think it's vitally important what we do in Professional Studies. I came to college because I want to teach, and I do look to Professional Studies for a lot; it's the most related to what I'm going to be doing. When I talk to my friends who are at other colleges, it makes me realise how lucky we are here, they get so little help in this area."

(2) If Professional Studies is perceived by either staff or students to possess a multiple conception and to be superficial, then in reality it is both fragmentary and unrigorous.

The question to be faced by the institution is how might it resolve the dilemma of encouraging "grass-root" innovation in Professional Studies without disturbing the tenure of personalities within the existing structure? If the development is permitted to remain the responsibility of departments, how is one to avoid Professional Studies becoming a "series of disparate entities"? One tutor's comment reflected the views of 75% of those interviewed when he said:

> "Who has an overview of what Professional Studies is all about? Very few members of staff (apart from the co-ordinator) seem to talk at the level of 'this is the purpose of Professional Studies'."

Another tutor pin-pointed the problem perceived by almost every one of his colleagues at interview when he said:

> "In planning Professional Studies one of its biggest problems at the level of policy will be to withstand the desire of every department to have their own little bit, to withstand the pressure of the kind of things that come from schools who want teachers to have a little bit of everything .... because all this leads to is utter fragmentation, confusion, lack of rationalisation .... so as a strategy for Professional Studies, if you were asking me, I think I'd want to work towards a little more rationalisation of principles, approaches, critiques, and accept that all students will not do everything". (that eventually his teaching role may require).

The implications that this policy would have for changing the existing organisational structure are far-reaching, and were perceived to varying degrees by 60% of the staff interviewed. One said:

> "We've set up an administrative structure rather than an academic structure to plan and develop Professional Studies .... but perhaps we should have gone the whole hog. There are tremendous political implications."

The risk of creating a new organisational and academic animal that might on the one hand disturb the security of some staff, and on the other only confirm an inferior status for Professional Studies, is a dilemma facing this, and other colleges in 1975.

READING LIST

The following publications contributed to the thinking in this research

BROSAN G. et al. Patterns & Policies in Higher Education. Penguin 1971.

BURNS T & STALKER G.M. The Management of Innovation, Tavistock 1961.

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PERRY W.G. Forms of intellectual and ethical development in the college years. Holt, Rinehart & Winston, 1968.

SNYDER D. The Hidden Curriculum. M I T Press, 1969.

LIST OF APPENDICES

1. A description of the research methods used
2. The list of interview questions for students and staff
3. The questionnaire sent to a 10% sample of the college 3-13 students
4. Graphical representation of questionnaire data
5. Comments on the questionnaire data
6. Professional Studies course pattern to July 1974
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8. The formal academic structure at the college
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Appendix 1 (i)

A DESCRIPTION OF THE RESEARCH METHODS USED

The research process began with an analysis of my own 7 years' experience of Professional Studies in a college, which identified six major issues that seemed to concern staff and students alike. These were:

1. The concept of academic rigour
2. The perception of relevance
3. The notion of status
4. The attainment of coherence
5. The attainment of sequential development
6. The perception of value

Each of these issues was analysed in some detail, and an attempt was made to identify behavioural indicators of staff and student perceptions of, and attitudes towards them.

A principle adopted at the outset was to use a non-parametric approach to the research, so that it was important that this initial analysis did not manifest itself later as a prescription of the limits of the research. However, it was necessary to have a starting point, so a series of possible questions to be used whilst interviewing participants was designed (Appendix 3). These were to be as open-ended and as non-prescriptive as possible. In fact, during the interviews few references were made to specific questions.

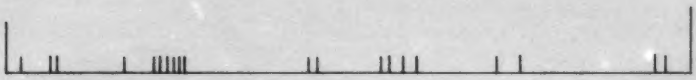
Interviewing of a sample of staff and students formed the major part of the data collection. The sample was selected on the basis of:

(i) Students: a random selection within age-interest groups and year groups
(ii) Staff: subjective selection to obtain representation of:
  (a) varying college of education experience
  (b) varying teaching commitment within Professional Studies
  (c) various philosophical and pedagogical views
  (d) various levels of ascribed responsibility within college

The distributions of the staff sample interviewed using these criteria were as follows:

A. Length of College of Education experience

Little Experience — Much Experience



2 Years — 20 Years

B. Proportion of teaching in Professional Studies

Nil 100%

C. Pedagogical Views

Closed
"Subject"Orientated
Prescriptive

Open
Inter-disciplinary
Exploratory

(based on Writer's subjective perceptions and experience)

D. Levels of ascribed responsibility within college (all curriculum areas)

Low High

At least one tutor from 9 of the 11 subject departments, and 9 tutors from the Education Department were interviewed.

Altogether, 20 staff and 25 students were interviewed. One staff member declined to be interviewed, and 3 tutors offered to be interviewed in addition to those selected. Some other tutors were curious to know why they had not been invited for interview, but lack of time prevented more being seen. All interviews were tape-recorded with participants' permission. Most interviews lasted for over 30 minutes, some for up to 1½ hours.

Student interviews took place in the Deputy Principal's room (a mixed blessing), and staff were interviewed in their own tutorial rooms.

The interviews took the form of an invitation to talk about impressions of Professional Studies, and it was stressed to interviewees that all their views were of interest and value to the research. As far as possible, interviewees were encouraged to elaborate on words and phrases that they used; every attempt was made to avoid prescriptive structuring and the development of a dialogue, though several members of staff were visibly anxious to obtain feedback from the researcher. On the occasions when dialogue occurred, the data was selected out as being of dubious reliability.

Notes were taken of the major points made at interview, and these were used during the concurrent transcription and analysis of the tapes.

Several major issues were identified from the student interviews and a questionnaire was designed and distributed to a further 10% random sample of the 3 and 4 year

course students to test and validate the researcher's conclusions. (Appendices 5-7 inclusive).

Further data was collected from student academic records, various documents, casual conversations and observations.

The fieldwork lasted 10 college working days, 18-29 November 1974.

The data was sorted and analysed by transcribing the tapes onto filing index cards, and a code was ascribed to each quotation according to its nature. Evaluation was made by noting the frequency of occurrence of particular points, the freedom and frankness with which they were made, who made them, and the researcher's perception of their validity, according to whether they were spontaneous or in response to a rhetorical question. This developed into a focussing and re-focussing exercise as the processing continued. As important issues seemed to emerge, a deliberate search was made for conflicting evidence to test hypotheses.

As the research unfolded, major areas of staff and student concern became discernable, not always focussed on those areas initially identified by the researcher. The following issues became dominant:

1. The problems of identifying a unified course structure, philosophy, and methodology in Professional Studies.
2. The changing perception of Professional Studies by students as they moved through the college years.
3. The perception of value and status of Professional Studies within the college course pattern.
4. The conflict and anxiety experienced by staff and students related to their perception of the value and status of Professional Studies.

This was an hypothesis searching exercise rather than a conventional hypothesis testing activity, though the issues identified were tested against available data. (see Parlett & Hamilton). Considerations were taken of the researcher's own professional position and of interviewees' perceptions of and reactions to the researcher's ascribed role within the institution. An attempt to allow for this has been made in the study.

The method, therefore, was essentially eclectic, making use of a range of techniques, to continually re-focus on what appeared to be of importance to members of the institution.

A detailed outline of the method is given in Parlett & Hamilton (see reference list Page 24).

Appendix 2 (i)

LIST OF INTERVIEW QUESTIONS

STUDENTS

Rigour

1. How would you describe P.S.?
2. What aspects of P.S. do you find most difficult? Why?
3. On what parts of P.S. do you prefer to spend most time?
4. Tell me about those parts of the P.S. course that make you work and think hard.
5. Is the P.S. course easy compared to the rest of your college work?

Relevance

1. Is P.S. helping you to become a better teacher?
2. What things have you learned from P.S. that you couldn't have learned from school practice?
3. How would you improve P.S.?
4. If some aspects of P.S. had to be cut out, which parts would you miss most/least?
5. What have you to be like to be 'good' at P.S.?
6. Are you doing the right things in P.S.?

Coherence

1. What is P.S. trying to do for you?
2. How do you feel about P.S. as a complete course?
3. How is your final assessment in P.S. made?
4. How are P.S. courses planned in college?

Sequence

1. Have you been satisfied with the order in which you've studied P.S.?
2. Do you have enough P.S. in each year?
3. What do you feel about not having P.S. in year IV?
4. Which year of P.S. have you valued most?
5. What aspects of classroom teaching are you most apprehensive about at the moment?

Status

1. Which parts of your final college report will be most important?

2. Which parts of your college course counts most towards final assessment?
3. Who are the most important members of staff in P.S.?
4. How would you advise a new comer about college courses?
5. What are your impressions of staff's attitude towards P.S.?

Value

1. Is the P.S. course helping you to cope better with school practice?
2. Which aspects of the P.S. course do you like most? Why?
3. Tell me about the occasions when you have felt P.S. to be 'most helpful' or 'a waste of time'.
4. What would you like to see added to the P.S. course?
5. Which options have you chosen? Why?
6. Would you prefer not to have to study P.S.?

STAFF

Rigour

1. What are the most demanding parts of the college course?
2. Could P.S. be marle more demanding of students? In what ways?
3. Which parts of your teaching in college give you most satisfaction?
4. How would you give P.S. more rigour?
5. How would you identify a 'good' P.S. student?
6. What sorts of contributions could students make to your P.S. classes?

Relevance

1. What is P.S. trying to do for students?
2. In what ways might students' views of P.S. differ from your own?
3. Is there anything unique about the contribution of P.S. to the education and training of teachers?
4. How do the 3-9 and 9-13 P.S. courses differ?
5. What sort of advice and assistance might an induction teacher require having attended this college?
6. What sort of things would you add to/subtract from the P.S. course?
7. Is the new Year 1 course better than the old one?

Appendix 2 (iii)

Coherence

1. How would you describe the P.S. course to a stranger?
2. How do you think a student visualises the P.S. course?
3. Would you like to have more influence over course patterns in P.S.?
4. What are the most important aims of P.S.?
5. What is the curriculum theory course all about?

Sequence

1. Would you make any changes in the order of courses taught in P.S.?
2. Would you like to see any change in the proportion of timetable time for P.S. in any of the years?
3. How does P.S. develop from year I to IV?
4. Would you change the timing of P.S. in relation to school experience, education theory, or first job?

Status

1. How do you feel about teaching P.S.?
2. How do you think staff in general think about teaching P.S.?
3. What aspects of a student's final report has most influence on a potential employer?
4. Why do you think the college requires a 'C' grade from students in P.S. for matriculation to the B.Ed.?
5. Why do you think there is no P.S. department at this college?

Value

1. What are the most valuable elements of the P.S. course?
2. Do you think students and practicing teachers would agree with you?
3. Students often show dissatisfaction from P.S. courses. What do you think about this?
4. Should students have more P.S.?
5. Should all tutors be involved on P.S. courses?

Appendix 3 (i)

Questionnaire to Student Sample

CONFIDENTIAL

Year_ _ _ _ _ _ _ _ _ _ _ Age Range Interest _ _ _ _ _ _ _ _ _ _

1. List in order of preference a selection from the following to show what you think the aims and objectives of Professional Studies should be:-

a. To fill gaps in the student's knowledge about subjects
b. To give practical advice on methods of teaching
c. To make the student aware of sources of teaching material
d. To teach the student to organise classroom activities
e. To promote the student's understanding of the curriculum
f. To develop the student's understanding of childrens' thinking

1
2
3
4

2. In relation to the selections you've made in Q. 1. describe your general experience of the teaching of Professional Studies by selecting 1, 2 or 3 of the following words in order of preference:-

a. Competent
b. Confident
c. Knowledgeable — 1
d. Disinterested
e. Incompetent — 2
f. Casual
g. Committed — 3
h. Enthusiastic

If none of these words accurately describe your general experience write the word none here

3. Choose two other words of your own to describe your general experience of Professional Studies:

1

2

4. In order to be successful at college you have to devote your attention mainly towards

a. Main Subject(s)
b. School Experiences
c. Education Theory
d. Professional Studies
e. All of the areas

[1] [ ]
[2] [ ]

Place in order of importance.

5. I have found the most useful preparation for teaching has been my experience in:-

a. Main Subject(s)
b. School Experiences
c. Education Theory
d. Professional Studies
e. All of the areas

[1] [ ]
[2] [ ]

Place in order of importance.

6. The Professional Studies course I found most valuable occurred in:-

Year I [I]
Year II [II]
Year III [III]
All Years [All]

7. Indicate [✓] with which of the following statements you agree, if any:

[1] 1. There should be more timetabled time for Professional Studies.
[2] 2. There should be less timetabled time for Professional Studies.
[3] 3. There should be no change in timetabled time for Professional Studies.
[4] 4. There should be a redistribution of timetabled time for Professional Studies.
[5] 5. There should be no Professional Studies before some school experience.
[6] 6. There should be more Professional Studies towards the end of the 3rd Year course.

8. In relation to your experiences in Professional Studies, indicate the most appropriate degree of accuracy for the following statements:

1) "I was most competent at those courses in which I was most interested."

Appendix 3 (iii)

Degree of Accuracy

100	75	50	25	0

2). "I became more interested in those courses in which I was most competent."

Degree of Accuracy

100	75	50	25	0

3). "I became most competent in those courses which were best taught."

Degree of Accuracy

100	75	50	25	0

4). "I became less interested in those courses that were poorly taught."

Degree of Accuracy

100	75	50	25	0

5). "I was most successful in those courses for which I opted."

Degree of Accuracy

100	75	50	25	0

6). "I most valued those courses for which I opted."

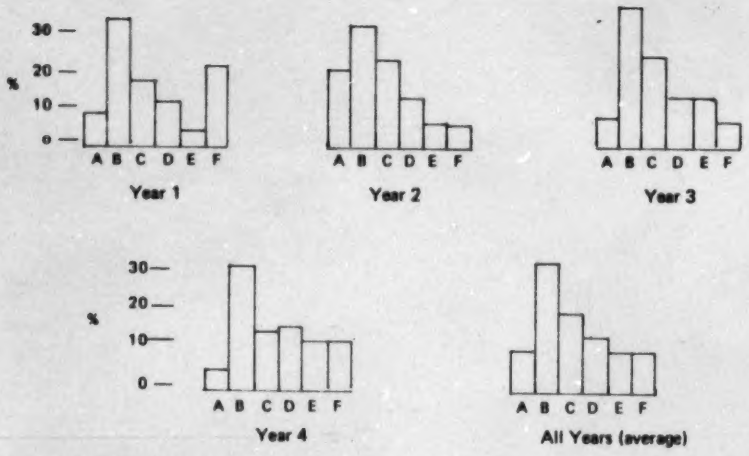
Degree of Accuracy

100	75	50	25	0

QUESTIONNAIRE DATA

Appendix 4 (i)

Question 1



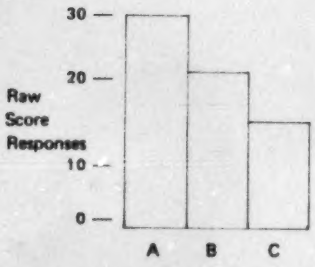
Student choice shown as percentages of raw scores. All raw scores were weighted inversely to their rank order of choice.

Question 2

Student choice shown as percentages of raw scores. All raw scores were weighted inversely to their rank order of choice.

Four students selected 'none'

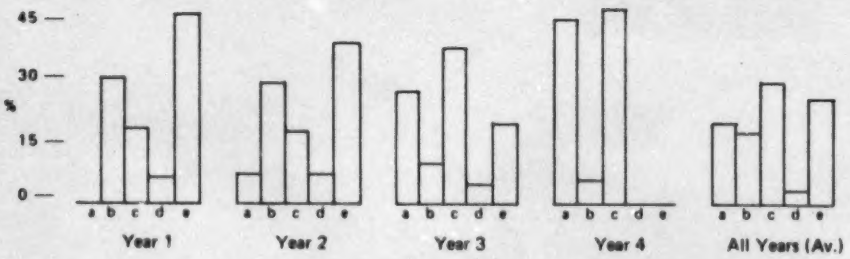
Question 3



A Unfavourable
B Favourable
C Neutral
} descriptions

Question 4

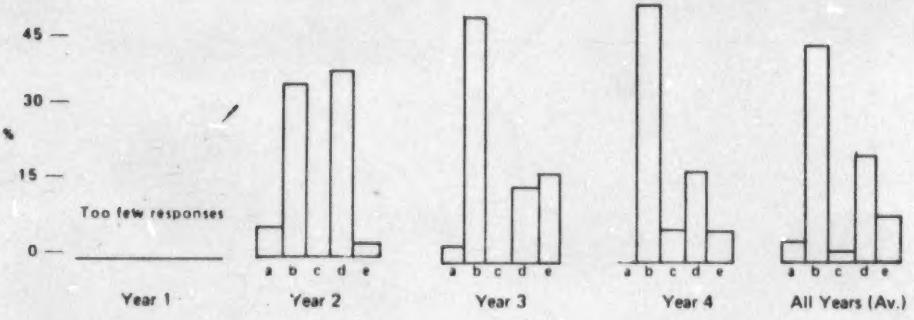
Appendix 4 (ii)



Student choice shown as percentages of raw scores. All raw scores were weighted inversely to their rank order of choice.

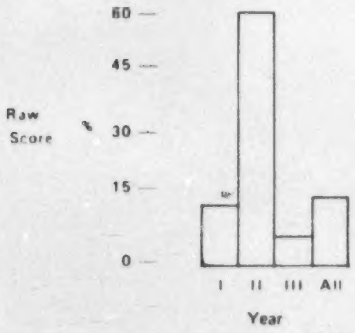
Note: Secondary students omitted

Question 5



Student choice shown as a percentage of raw scores. All raw scores were weighted inversely to their rank order of choice.

Question 6



Responses from only Years 3 and 4 students used

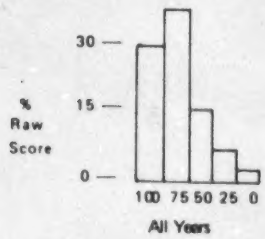
Question 7

Appendix 4 (iii)

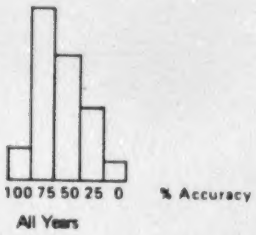
CHOICE	1	2	3	4	5	6
RESPONSES	13	Nil	2	12	4	14

Total raw score indications Years 3 & 4

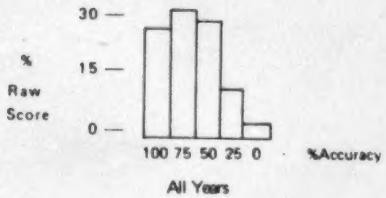
Question 8 (a)



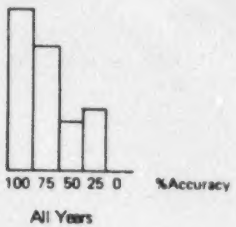
(b)



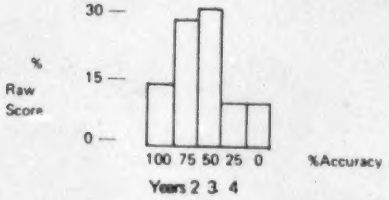
(c)



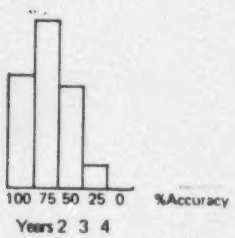
(d)



(e)



(f)



YEAR GROUP	I	II	III	IV	
Number of Responses	6	12	15	11	Total 44
% Returned of those distributed	43	48	60	100	57

3 AND 4 YEAR COURSES

Appendix 5 (i)

COMMENTS ON THE QUESTIONNAIRE DATA

The size of the sample (respectively Year I - 2.3%, Year II - 5.1%, Year III - 8.2%, Year IV - 16.6%) immediately limits the inferences, projections and generalisations that may be drawn from the data. The sample from the total 3 and 4 year courses, however, is approximately 6.0%, so some tentative observations may be drawn towards some interesting patterns that emerge, especially those supported by interview data.

Question 1

The patterns across the 4 years are interestingly similar, indicating that students place importance on the pragmatic elements of Professional Studies. There are few variations to this pattern, though the developing interest in the application and overview of the curriculum in Year IV is worth noting. The anomaly in Year I is probably due to small sample size.

Question 2

The data here is interesting in that in part it tends to contradict a great deal of the interview data, though the high proportion of responses to 'casual' supports many of the interview findings. The high level of competence perceived may be related to the subject rather than to its classroom application.

Question 3

This lends weight to the proposal that students' experiences vary, probably according to tutor, though the choice of a preponderence of unfavourable comments contrasts with student response to question 2.

Question 4

There would seem to be a marked change in perception of the importance of Main Subject and Education Theory from Years I to IV as the students interpret the college's overt and covert signals.

Question 5

This provides a strong contrast with the data from question 4, and indicates one of the main sources of conflict and anxiety in students as they attempt to satisfy college requirements and professional needs, which they perceive as disparate.

Question 6

This data has some significance when compared with students' comments on superficiality and personal satisfaction. It also reflects their desire to pursue courses of their own choice in Years II and III.

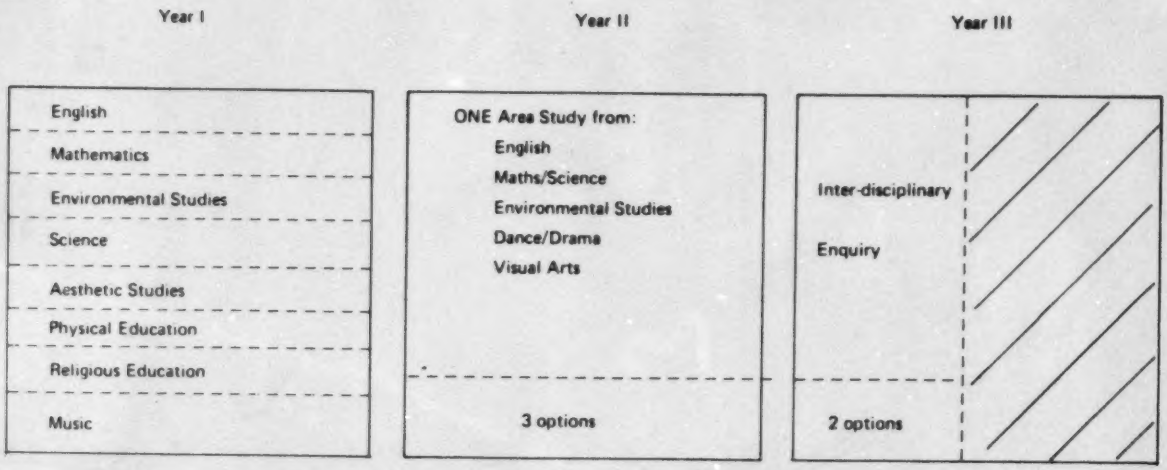
Question 7

The reliability and validity of responses is here in doubt due to poor wording of the request for information. Only the responses from Years III and IV have been graphed, as these have a more reliable overview of the course. The predominant indications are that Professional Studies should be placed further towards the end of the course, and have a greater time allocation.

Question 8

The responses to the various parts of this section tend to support the views expressed during the interview: that student intrinsic interest, competent teaching, and student perception of relevance are three important influences on student satisfaction and 'success'. The greater doubts of accuracy expressed in 8 (e) probably reflect the anomaly that students are encouraged to select options to eradicate weakness in their professional competence, and are then assessed on their achievement in these 'remedial' areas.

FORMER PATTERN OF PROFESSIONAL STUDIES COURSES FOR 5-13 STUDENTS (CERTIFICATE AND B.ED.)



Plus very short courses in:

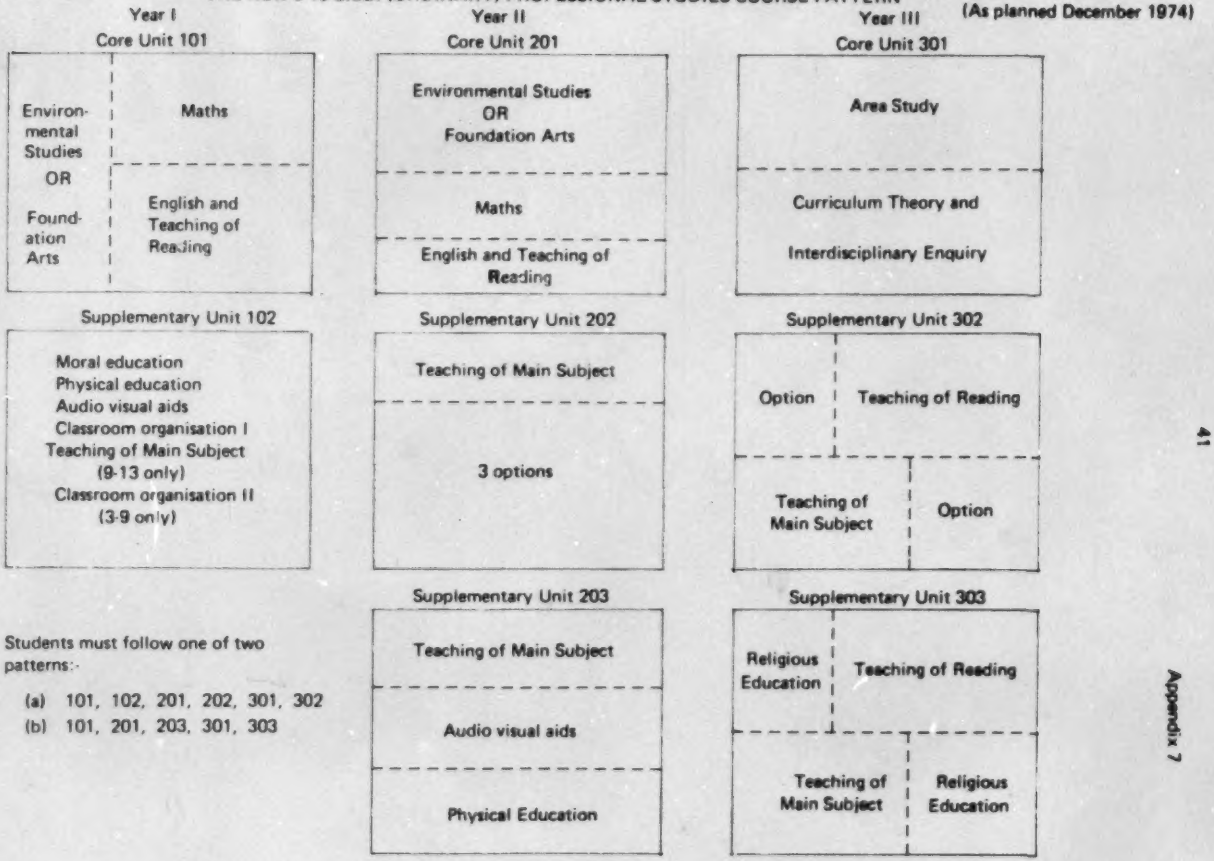
- Audio-visual aids
- Teaching of reading

Plus very short courses in:

- Classroom organisation
- Plus Study Practice (school-based)
- Remedial courses in maths/English

THE NEW 3-13 B.ED. (ORDINARY) PROFESSIONAL STUDIES COURSE PATTERN

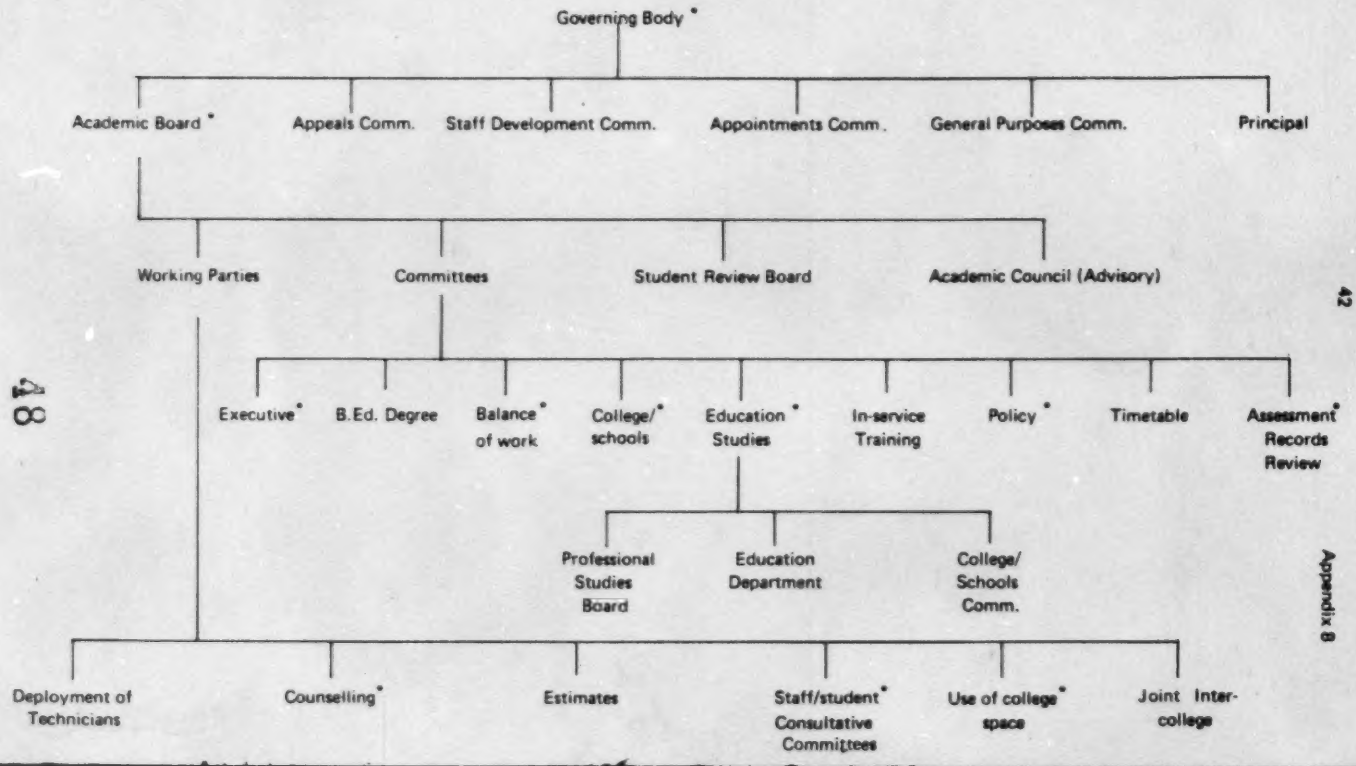
(As planned December 1974)



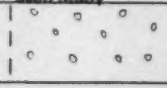
Students must follow one of two patterns:-

(a) 101, 102, 201, 202, 301, 302
(b) 101, 201, 203, 301, 303

THE FORMAL ACADEMIC STRUCTURE OF THE COLLEGE (ORGANISATION)



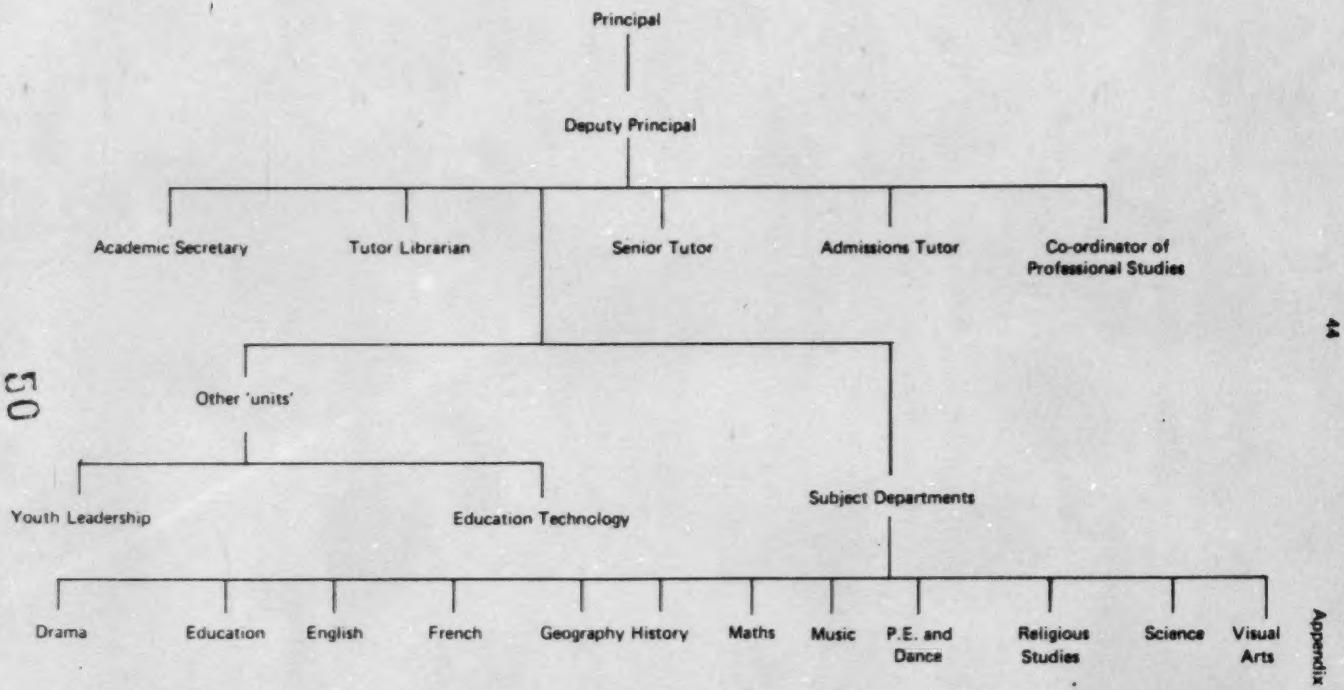
BACHELOR OF EDUCATION DEGREE (3-13 years students) UNIT ORGANISATION

Year I	Year II	Year III	Year IV	Units
Main Study	Main Study	Main Study	Main Study	1
Education Theory	Education Theory	Education Theory	Education Theory	2
Professional Study	Professional Study	Professional Study	Main Study	3
Professional Study or Main Study	Professional Study or Main Study	Professional Study	Professional Study and Education Theory	4
				School Experience

One day per week

'Blocked' five weeks

ACADEMIC STAFFING STRUCTURE

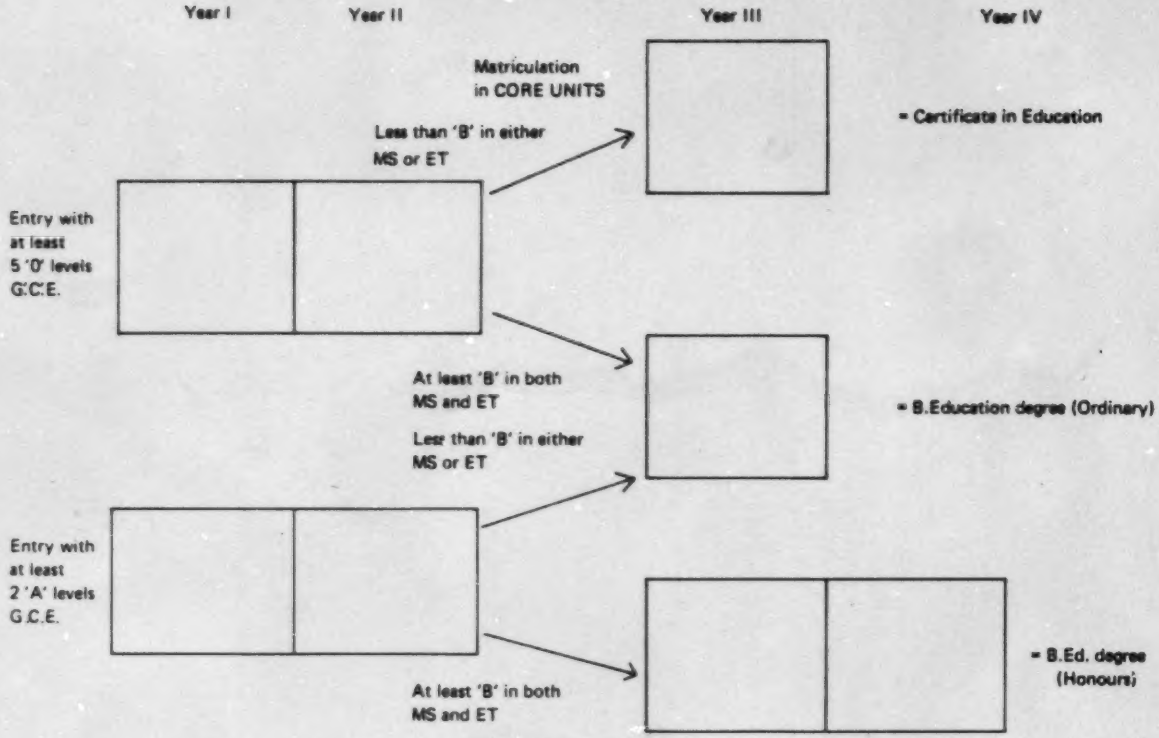


Appendix 11

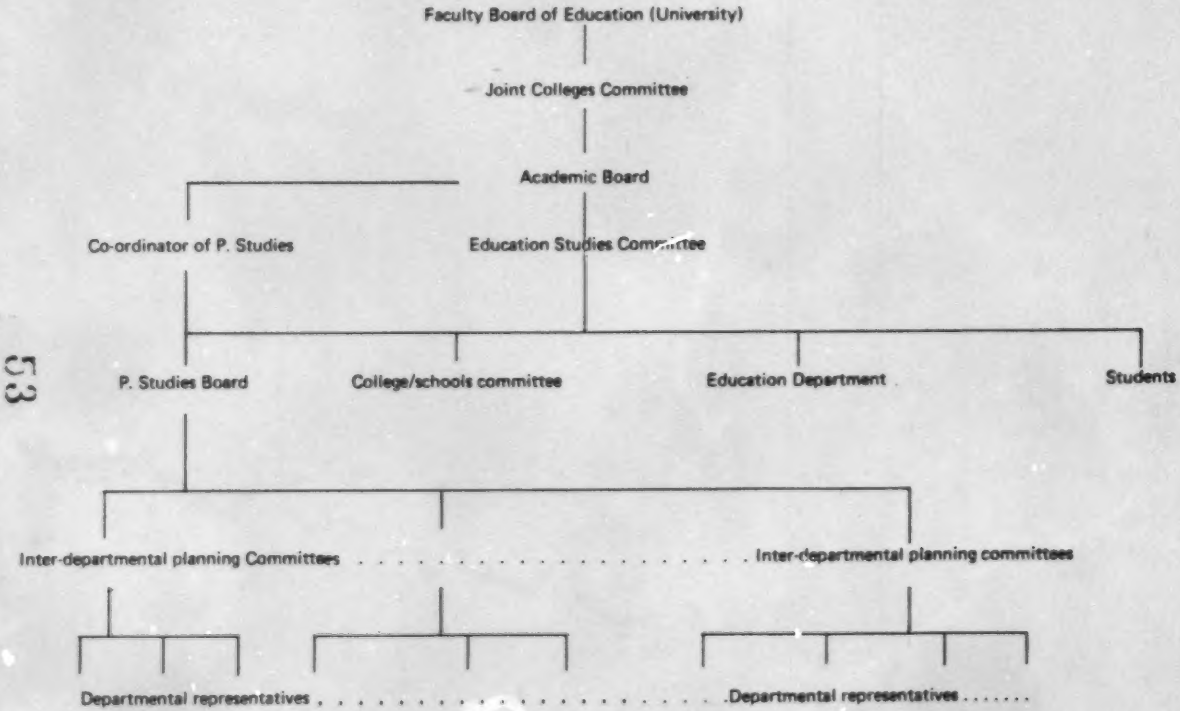
TEACHING EXPERIENCE OF STAFF (at Feb. 1975)

1.	Full time members of academic staff	78
2.	Sum total teaching experience of college staff at other Colleges of Education	87 yrs
3.	Sum total teaching experience of college staff in Primary, Infant or Nursery Education	171 "
4.	Sum total teaching experience of college staff in Non-Selective Secondary Education	275 "
5.	Sum total teaching experience of college staff in Selective Secondary Education	219 "
6.	Sum total teaching experience of college staff in non-advanced Further Education (16 - 18)	57 "
7.	Sum total teaching experience of college staff before appointment to present post	809 yrs
8.	Average years teaching per staff member before entering present college post	10.4 yrs

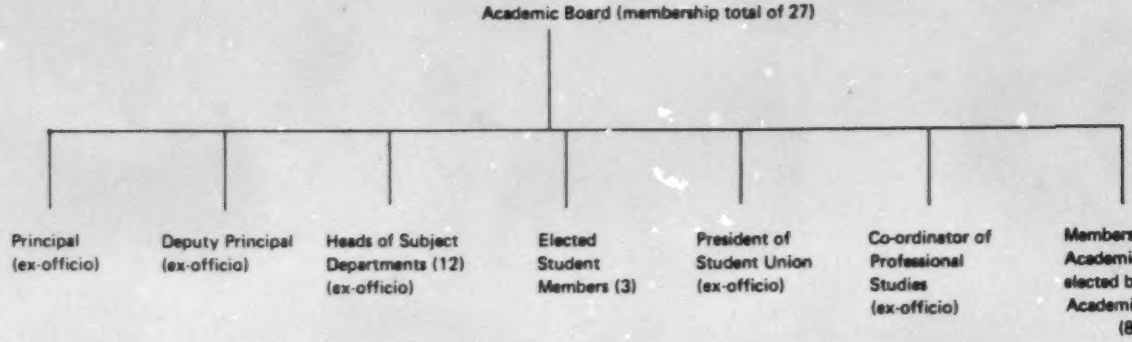
MATRICULATION REQUIREMENTS FOR CERTIFICATE AND B.ED. STUDENTS


Year I
Year II
Year III
Year IV
Matriculation in CORE UNITS
Less than 'B' in either MS or ET
= Certificate in Education
Entry with at least 5 'O' levels G.C.E.
At least 'B' in both MS and ET
= B.Education degree (Ordinary)
Less than 'B' in either MS or ET
Entry with at least 2 'A' levels G.C.E.
= B.Ed. degree (Honours)
At least 'B' in both MS and ET
MS = Main Subject Study
ET = Education Theory

LINES OF COMMUNICATION FOR PROFESSIONAL STUDIES POLICY DECISIONS



MEMBERSHIP OF THE COLLEGE ACADEMIC BOARD


Academic Board (membership total of 27)
Principal (ex-officio)
Deputy Principal (ex-officio)
Heads of Subject Departments (12) (ex-officio)
Elected Student Members (3)
President of Student Union (ex-officio)
Co-ordinator of Professional Studies (ex-officio)
Members of the Academic staff elected by the Academic Council (8)

Occasional Papers published 1975

Occasional Paper 1	The Summative Evaluation of Curriculum Innovations, by Dick West, price 80p.
Occasional Paper 2	The Analysis of Curriculum Materials, by Michael Eraut, Len Goad and George Smith, price £1.50.
Occasional Paper 3	Language Differences and Educational Failure, by Barry Cooper, price 40p.
Occasional Paper 4	The Status of Professional Studies in Teacher Education: Conflicts Between Intentions and Structures in a College of Education, by Keir Foss.

In Press

Occasional Paper 5	Partnership with Schools: An Experiment in Teacher Education, by Colin Lacey and William Lamont.